

Reading Lesson Planning Table - EXAMPLE SHELL 1

Area of Focus	Time	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness	5	Sorting Game		Elkonin Boxes		Phoneme Counting
Phoneme-Grapheme Correspondences	5	Concept Introduction				
	2			Visual Drill		Visual Drill
	3			Auditory Drill		Auditory Drill
Decoding and Encoding	5	Word Sort		Word Work Mat		Blending Drill
Irregular & High Frequency Words	5	Irregular Word practice		Introduce New Irregular Word(s)		Irregular Word practice
Connected Text	10		Supported Reading		Supported Reading	
Writing	10		Sentence Writing		Sentence Writing	
Total Time		20	20	20	20	20

Instructional Activity Menu					
Phonemic Awareness	Phoneme-Grapheme Correspondences	Decoding and Encoding	Irregular & High Frequency Words	Connected Text	Writing
<ul style="list-style-type: none"> • Sorting Game • Elkonin Boxes • Phoneme Counting • Say It-Move It 	<ul style="list-style-type: none"> • Visual Drill • Auditory Drill • ABC Order practice • Concept Introduction (use a Scope & Sequence) 	<ul style="list-style-type: none"> • Blending Drill • Word Sort • Word Work Mat Beginner • Word Work Mat Intermediate • Regular Word Spelling • Resources: Word Cards & Word Lists 	<ul style="list-style-type: none"> • Irregular Word practice • High Frequency Word practice 	<ul style="list-style-type: none"> • Supported reading • Independent reading 	<ul style="list-style-type: none"> • Letter Formation • Sentence Writing • Independent Writing

Reading Lesson Planning Table - EXAMPLE PLAN 1

Area of Focus	Time	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness	5	Sorting Game <i>sort 2 vs. 3 vs. 4 phonemes</i>		Elkonin Boxes <i>3 phonemes</i>		Phoneme Counting <i>2, 3, 4, phonemes</i>
Phoneme-Grapheme Correspondences	5	Concept Introduction <i>short e</i>				
	2			Visual Drill <i>a, m, t, p, f, o, d, s, c, i, k, ck, u, b, g, e</i>		Visual Drill <i>a, m, t, p, f, o, d, s, c, i, k, ck, u, b, g, e</i>
	3			Auditory Drill <i>/ă/, /m/, /ŭ/, /b/, /g/, /ě/, /k/, /d/, /ŭ/, /p/</i>		Auditory Drill <i>/ă/, /m/, /ŭ/, /b/, /g/, /ě/, /k/, /d/, /ŭ/, /p/</i>
Decoding and Encoding	5	Word Sort <i>short e vs. short a</i>		Word Work Mat <i>pet – get – met – mit – pit – bit – sit – sick – pick</i>		Blending Drill <i>1: t, p, f, d, s, b, g 2: o, i, e 3: t, p, d, b, g, ck</i>
Irregular & High Frequency Words	5	Irregular Word practice: <i>the, you, to, do, of</i>		Irregular Word review: <i>the, you, to, do, of</i> New: <i>said</i>		Irregular Word practice: <i>you, to, do, of, said</i>
Connected Text	10		Supported reading <i>e-book</i>		Supported reading <i>e-book</i>	
Writing	10		Sentence Writing <i>dictated sentence: Tom fed the big pet.</i>		Sentence Writing <i>generate together</i>	
Total Time		20	20	20	20	20

Reading Lesson Planning Table - EXAMPLE SHELL 2

Area of Focus	Time	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness	5	Sorting Game		Elkonin Boxes		
Phoneme-Grapheme Correspondences	5	Concept Introduction				
	2		Visual Drill	Visual Drill	Visual Drill	Visual Drill
	3		Auditory Drill	Auditory Drill	Auditory Drill	Auditory Drill
Decoding and Encoding	5	Word Sort	Word Work Mat	Blending Drill	Word Work Mat	Blending Drill
	5		Regular Word Spelling		Regular Word Spelling	
Irregular & High Frequency Words	5	Irregular Word practice	Introduce New Irregular Word(s)	Irregular Word practice	Introduce New Irregular Word(s)	
Connected Text	10	Supported Reading		Supported Reading		Supported Reading
Writing	10		Sentence Writing		Sentence Writing	Sentence Writing
Total Time		30	30	30	30	30

Instructional Activity Menu					
Phonemic Awareness	Phoneme-Grapheme Correspondences	Decoding and Encoding	Irregular & High Frequency Words	Connected Text	Writing
<ul style="list-style-type: none"> • Sorting Game • Elkonin Boxes • Phoneme Counting • Say It-Move It 	<ul style="list-style-type: none"> • Visual Drill • Auditory Drill • ABC Order practice • Concept Introduction (use a Scope & Sequence) 	<ul style="list-style-type: none"> • Blending Drill • Word Sort • Word Work Mat Beginner • Word Work Mat Intermediate • Regular Word Spelling • Resources: Word Cards & Word Lists 	<ul style="list-style-type: none"> • Irregular Word practice • High Frequency Word practice 	<ul style="list-style-type: none"> • Supported reading • Independent reading 	<ul style="list-style-type: none"> • Letter Formation • Sentence Writing • Independent Writing

Reading Lesson Planning Table - EXAMPLE PLAN 2

Area of Focus	Time	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness	5	Sorting Game <i>sort 2 vs. 3 vs. 4 phonemes</i>		Elkonin Boxes <i>3 phonemes</i>		
Phoneme-Grapheme Correspondences	5	Concept Introduction <i>short e</i>				
	2		Visual Drill <i>a, m, t, p, f, o, d, s, c, i, k, ck, u, b, g, e</i>	Visual Drill <i>a, m, t, p, f, o, d, s, c, i, k, ck, u, b, g, e</i>	Visual Drill <i>a, m, t, p, f, o, d, s, c, i, k, ck, u, b, g, e</i>	Visual Drill <i>a, m, t, p, f, o, d, s, c, i, k, ck, u, b, g, e</i>
	3		Auditory Drill <i>/ă/, /m/, /ŭ/, /b/, /g/, /ě/, /k/, /d/, /ŭ/, /p/</i>	Auditory Drill <i>/ă/, /m/, /ŭ/, /b/, /g/, /ě/, /k/, /d/, /ŭ/, /p/</i>	Auditory Drill <i>/ă/, /m/, /ŭ/, /b/, /g/, /ě/, /k/, /d/, /ŭ/, /p/</i>	Auditory Drill <i>/ă/, /m/, /ŭ/, /b/, /g/, /ě/, /k/, /d/, /ŭ/, /p/</i>
Decoding and Encoding	5	Word Sort <i>short e vs. short a</i>	Word Work Mat met – set – get – bet – bed – beg – begs – pegs – peg – pet – peck	Blending Drill 1: <i>m, p, f, s, b</i> 2: <i>a, e</i> 3: <i>t, p, d, b, g, ck</i>	Word Work Mat <i>pet – get – met – mit* – pit – bit – sit – sick – pick – peck</i>	Blending Drill 1: <i>m, p, f, s, b, d, g, t</i> 2: <i>o, i, e, u</i> 3: <i>t, p, d, b, g, ck</i>
	5		Regular Word Spelling met, set, pet, bet		Regular Word Spelling peg, bed, peck, gets	
Irregular & High Frequency Words	5	Irregular Word practice <i>the, you, to, do, of</i>	Irregular Word review: <i>the, you, to, do, of</i> New: <i>said</i>	Irregular Word practice <i>the, you, to, do, of, said</i>	Irregular Word review: <i>the, you, to, do, of, said</i> New: <i>is</i>	
Connected Text	10	Supported Reading		Supported Reading		Supported Reading
Writing	10		Sentence Writing <i>dictated sentence:</i> <i>The pet dog begs.</i>		Sentence Writing <i>dictated sentence:</i> <i>Tom gets the big jet.</i>	Sentence Writing <i>generate together</i>
Total Time		30	30	30	30	30

Reading Lesson Planning Table EXAMPLE SHELL 3

Area of Focus	Time	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness	2	Say It and Move It	Say It and Move It	Say It and Move It	Say It and Move It	
Phoneme-Grapheme Correspondences	3	Visual Drill	Auditory Drill	Visual Drill	Auditory Drill	
Decoding and Encoding	5					Blending Drill
	5	Morpheme Grid + Tree		Morpheme Tree	Word Sort (morphemes)	
Irregular & High Frequency Words	5		Irregular Word practice			Irregular Word practice
Connected Text	10	Supported Reading	Supported Reading	Supported Reading	Supported Reading	Independent Reading
Writing	10	Sentence Writing	Sentence Writing	Sentence Writing	Sentence Writing	Sentence Writing
Total Time		30	30	30	30	30

Instructional Activity Menu					
Phonemic Awareness	Phoneme-Grapheme Correspondences	Decoding and Encoding	Irregular & High Frequency Words	Connected Text	Writing
<ul style="list-style-type: none"> • Sorting Game • Elkonin Boxes • Phoneme Counting • Say It-Move It 	<ul style="list-style-type: none"> • Visual Drill • Auditory Drill • Concept Introduction (use a Scope & Sequence) 	<ul style="list-style-type: none"> • Blending Drill • Word Sort • Word Work Mat • Big Words: Syllable Types Morphemes • Resources: Word Cards & Word Lists 	<ul style="list-style-type: none"> • Irregular Word practice • High Frequency Word practice 	<ul style="list-style-type: none"> • Supported reading • Independent reading 	<ul style="list-style-type: none"> • Letter Formation • Sentence Writing • Independent Writing

Reading Lesson Planning Table EXAMPLE PLAN 3

Area of Focus	Time	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness	2	Say It and Move It <i>manipulate initial blends and -s endings</i>	Say It and Move It <i>manipulate initial blends and -s endings</i>	Say It and Move It <i>manipulate initial blends and -s endings</i>	Say It and Move It <i>manipulate initial blends and -s endings</i>	
Phoneme-Grapheme Correspondences	3	Visual Drill <i>ar, or, er, ai, ay, ee, ea, oa, ow, ie, igh</i>	Auditory Drill <i>/ar/, /or/, /er/, /ā/, /ē/, /ō/</i>	Visual Drill <i>ar, or, er, ai, ay, ee, ea, oa, ow, ie, igh</i>	Auditory Drill <i>/ar/, /or/, /er/, /ā/, /ē/, /ō/</i>	
Decoding and Encoding	5					Blending Drill <i>1: m, f, ch, bl, sl, cl</i> <i>2: ar, or, er, ai, ee, ow, oa</i> <i>3: k, t, p, b, d, n</i>
	5	Morpheme Grid + Tree <i>introduce duce/duct</i>		Morpheme Tree <i>introduce port</i>	Word Sort <i>sort words with port, duce, duct</i>	
Irregular & High Frequency Words	5		Irregular Word practice: <i>read: great, break, thought, fought,</i> <i>spell: brought, bought</i>			Irregular Word practice: <i>read: great, break, thought, fought,</i> <i>spell: brought, bought</i>
Connected Text	10	Supported Reading <i>Erie Canal article</i>	Supported Reading <i>Erie Canal article</i>	Supported Reading <i>fiction text about transporting products</i>	Supported Reading <i>fiction text about transporting products</i>	Independent Reading <i>conduct progress monitoring</i>
Writing	10	Sentence Writing <i>dictated sentence (connect to text and include irregular words and morpheme)</i>	Sentence Writing <i>dictated sentence (connect to text and include irregular words and morpheme)</i>	Sentence Writing <i>dictated sentence (connect to text and include irregular words and morpheme)</i>	Sentence Writing <i>dictated sentence (connect to text and include irregular words and morpheme)</i>	Sentence Writing <i>dictated sentence (connect to text and include irregular words and morpheme)</i>
Total Time		30	30	30	30	30